Program Report for the Preparation of Foreign Language Teachers
American Council on the Teaching of Foreign Languages (ACTFL)
Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
William Paterson University

2. State
New Jersey

3. Date submitted
09/01/2010

4. Report Preparer’s Information:

Name of Preparer: [Redacted]
Phone: Ext.
( ) - [Redacted]
E-mail: [Redacted]

Name of Preparer: [Redacted]
Phone: Ext.
( ) - [Redacted]
E-mail: [Redacted]

5. NCATE Coordinator’s Information:
Name: [Redacted]
6. Name of institution's program
Teacher of World Languages: Spanish

7. NCATE Category
Foreign Language Education-Spanish

8. Grade levels(1) for which candidates are being prepared
K-12

(1) e.g. K-6, K-12

9. Program Type
   - Advanced Teaching
   - First Teaching License
   - Other School Personnel
   - Unspecified

10. Degree or award level
   - Baccalaureate
   - Post Baccalaureate
   - Master's
   - Post Master’s
   - Specialist or C.A.S.
   - Doctorate
   - Endorsement only

11. Is this program offered at more than one site?
   - Yes
   - No

12. If your answer is "yes" to above question, list the sites at which the program is offered
13. Title of the state license for which candidates are prepared

| Teacher of World Languages: Spanish |

14. Program report status:

<table>
<thead>
<tr>
<th>Initial Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to One of the Following Decisions: Further Development Required or Recognition with Probation</td>
</tr>
<tr>
<td>Response to National Recognition With Conditions</td>
</tr>
</tbody>
</table>

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

| Yes |
| No |

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACTFL standards. (Response limited to 4,000 characters)

Since its founding as Paterson City Normal School in 1855, William Paterson University (WPU) of New Jersey has provided educational programs and resources for residents and organizations in the northern New Jersey region. Dedicated to excellence and access, and committed to meeting current and evolving needs in the field of higher education, the University strives to offer the highest quality programs in the liberal arts and the professions at a reasonable cost to students.

The Professional Education Unit is housed in the College of Education and headed by the Dean of the College of Education. The unit has major programs at the undergraduate level (Early Childhood, Elementary and Secondary Education) and collaborates with academic program majors in art, music, and physical education housed in their respective colleges. The Master of Arts Teaching [MAT] prepares candidates at the initial level. At the advanced level, the unit houses five Master’s degree programs. These include an M.Ed. in Counseling; an M.Ed. in Education with various concentrations; an M.Ed. in Educational Leadership; an M.Ed. in Reading; and an M.Ed. in Special Education.

All initial certification undergraduate candidates are required by the state of New Jersey to complete a full liberal arts or science major along with their teacher education programs. In the late 1980’s WPU discontinued the education major at the undergraduate level even though the institution continued to prepare teachers through a certification track. In the Fall of 2008, the majors in Early Childhood, Elementary and Secondary were restored. All teacher education candidates at the undergraduate level are now dual majors. New Jersey mandates a major of a minimum of 30 credits (with 12 credits above the 300 level) in Spanish for secondary education teachers who receive a K-12 license. At WPU, teacher education candidates complete a major of 33 credits in this content. The 33 credit major in Spanish has language, linguistics, culture, and literature components as demonstrated by the catalogue description attached as a separate file. The Spanish major is comprised of courses grouped at three levels: Foundation courses (Level A, 15 credits of Language, Linguistics, and Literature); Guided Electives (Level B: 12 credits of Culture and Literature); and Senior Seminar and Capstone (Level C: 6 credits). All content courses are taught in Spanish thereby insuring teacher candidates’ Spanish language proficiency in all areas of communication. Oral proficiency of candidates is enhanced by opportunities
to participate in study abroad programs (Spain and Latin America) organized annually by the department of Languages and Cultures. Oral and written proficiency of candidates is evidenced by the 100% pass rate on the Praxis II exam as well as candidates’ ratings in the OPI. The program tests candidates with a mock OPI on an on-going basis to provide them with diagnostic feedback prior to their official OPI assessment.

In addition to the 33 credit major in Spanish, teacher education candidates also complete a 30 credit major in education. As part of the education major, candidates are required to take CISE 419 Methods of Teaching a Second Language in Elementary and Secondary School, a course that deals specifically with the teaching of foreign languages. This course is taught by Dr. Ellen Frye, a faculty member whose expertise is foreign language education and who is knowledgeable about current methodologies and issues.

As part of the education major, teacher candidates are required to take CIRL 335 Literacy, Technology and Instruction which contains 20 hours of supervised field experience and which provides candidates with opportunities to experience technology-enhanced instruction. Candidates are assessed on their ability to use technology in their own teaching during practicum and student teaching.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

In all initial teacher education programs (early childhood, elementary, secondary, elementary/special education, secondary/special education, physical education, music education, art education), there are three or four levels of field experiences (urban and suburban) which are sequential and build upon one another. Placements for all levels as well as supervision of candidates are arranged and monitored by the Office of Field Experiences in collaboration with our partner schools.

Introductory Observations
The first field experiences are integrated into introductory foundation courses and consist of a minimum of 20 hours in classrooms. The objectives of this experience are to observe and analyze actual classroom instruction, to assess personal aptitude and dispositions for teaching, and to gain an overview for the profession. Students are required to keep a reflective journal during their observations. Successful completion of this first experience is one of the prerequisites for admission into teacher education programs. Candidates in the Spanish teacher certification program complete an additional 20 hours of field work in CIRL 335: Literacy, Technology and Instruction.

Practicum
Admission to this field experience requires being fully admitted to a teacher education program; 2.75 GPA; a minimum of 60 semester hours of course work and other requirements as determined by department and program. This second level of fieldwork for FL teacher candidates consists of two days per week for 16 weeks in a foreign language classroom. At this stage, candidates progress from teaching individuals and small groups, to eventually large group instruction, developing lesson plans and other instructional materials. A major goal of this experience is to assess the candidate’s readiness for professional internship or student teaching. Successful completion of practicum is one of the requirements for admission to student teaching. In the practicum experience, candidates receive feedback from both classroom teachers and university supervisors by means of performance assessment forms (COE Twenty Competencies and the ACTFL Addendum) that are consistent with the unit’s conceptual framework and aligned with state and national standards. Other assessments include reflective journals and lesson plans. Data are collected, aggregated, analyzed and shared with candidates, faculty, and school partners.
Student Teaching
Field experiences for Spanish teacher education candidates culminate in a sixteen-week, full-time student teaching experience in a foreign language classroom. Admission to student teaching requires an overall 2.75 GPA; a 3.0 GPA in the Education major; successful completion of the practicum and other required content and education courses. University supervisors work with candidates throughout the semester, conducting a minimum of eight observations with an equal number of narrative evaluations as well as two summative (midterm and final) evaluations. Objectives of FL student teaching include: integrating educational theory and Spanish content into classroom practice; developing inquiry and reflection skills; and assessing the learning of P-12 students. Candidates are assessed using the COE Twenty Unit Competencies as well as the ACTFL Standards observation form and are expected to demonstrate they can meet unit as well as FL standards. Candidates complete a Teacher Work Sample during this experience.

At the beginning of every semester the Office of Field Experiences conducts orientations for practicum students, student teachers and supervisors. The conceptual framework; institutional, state and national standards; the unit’s assessment system; results from assessments as well as performance expectations and exit requirements are discussed in detail.

Criteria for selection of university supervisors in the Spanish teacher certification program include permanent certification and expertise in foreign language education, a minimum of three years experience, a master’s degree with supervisory experience preferred. University supervisors include both full-time and adjunct faculty.

Field experience students and cooperating teachers regularly evaluate university supervisors. Data regarding the quality of supervisors are gathered at the conclusion of each semester. Aggregated and disaggregated data are shared regularly with supervisors individually and collectively.

Each student teacher represents one credit of instruction for university supervisors. Expectations for candidates, cooperating teachers, and university supervisors are fully outlined in the practicum and student teaching handbooks.

The criteria for selection of cooperating teachers for Spanish teacher education candidates include license in the appropriate field, three years of experience/tenure as well as school district recommendation. Two cooperating teacher workshops are held every semester to introduce the conceptual framework, institutional standards and assessment system as well as feedback strategies and current topics.

For students seeking teacher certification in Spanish, the total number of hours spent in a foreign language classroom include: 40 hours of observation; one practicum experience of 2 days a week for 16 weeks; and a full-semester of full-time student teaching, which results in almost 900 total number of hours in a foreign language classroom.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

| Program Description of Spanish Major | Secondary Education Major.docx |

See Attachments panel below.
4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

6. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.
<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
<th>Tenure Track</th>
<th>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</th>
<th>Teaching or other professional experience in P-12 schools</th>
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</tbody>
</table>
Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

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Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

Faculty Member Name

Highest Degree, Field, & University

Assignment: Indicate the role of the faculty member

Faculty Rank

Tenure Track

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years

Teaching or other professional experience in P-12 schools

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school

(9) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

7. Complete the ACTFL/NCATE Program Self-Assessment Table and attach below. Go to the following URL for a copy of this table. Save it to your computer, fill it out, and then upload it below.
http://www.ncate.org/ProgramStandards/ACTFL/ACTFLAttachmentformt.doc

| Self-Assessment Table |

See Attachments panel below.

**SECTION II - LIST OF ASSESSMENTS**

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (10)</th>
<th>Type or Form of Assessment (11)</th>
<th>When the Assessment Is Administered (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>PRAXIS II EXAM</td>
<td>State Licensure Exam (from ETS)</td>
<td>Must be passed before entering student teaching.</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in language to be taught (required)</td>
<td>CAPSTONE/SPAN 498</td>
<td>Senior research project (Standards 1 &amp; 2)</td>
<td>Capstone class, which is taken during the last semester of Spanish major coursework. The practicum and student teaching semesters.</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan (required)</td>
<td>LESSON PLAN</td>
<td>Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>Assessment #4: Student teaching (required)</td>
<td>STUDENT TEACHING OBSERVATION/EVALUATION FORMS</td>
<td>Student teaching evaluations</td>
<td>During the student teaching semester.</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student leaning (required)</td>
<td>TEACHER WORK SAMPLE</td>
<td>Teacher work sample</td>
<td>During Student Teaching semester.</td>
</tr>
</tbody>
</table>
### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each ACTFL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACTFL standards.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language, Linguistics, Comparisons.</td>
<td>b</td>
<td>b</td>
<td> </td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
</tr>
</tbody>
</table>

Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

| 2. Cultures, Literatures, Cross-Disciplinary Concepts. | b | b | b | b | &nbsp; | b | b |

Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the precepts of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.
3. Language Acquisition Theories and Instructional Practices.

Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

4. Integration of Standards into Curriculum and Instruction.

Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

5. Assessment of Language and Cultures.

Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

6. Professionalism.

Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)
Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. CONTENT KNOWLEDGE: State licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this entry could include but are not limited to standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>PRAXIS data</th>
<th>PRAXIS Narrative</th>
</tr>
</thead>
</table>

See Attachments panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACTFL standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks. (Answer Required)

Provide assessment information as outlined in the directions for Section IV
A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4 and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACTFL standards that could be addressed in this assessment include but are not limited to standards 3, 4, 5 and 6. An assessment instrument used in student teaching should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

5. EFFECTS ON STUDENT LEARNING. Assessment that demonstrates candidate effects on student learning. ACTFL standards that could be addressed in this assessment include but are not limited to Standard 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information as outlined in the directions for Section IV
6. CONTENT KNOWLEDGE: Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a. Results of the OPI/TOPT should be submitted. ACTFL standard addressed in this entry is Standard 1. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>OPI Data</th>
<th>OPI Narrative</th>
</tr>
</thead>
</table>

See Attachments panel below.

7. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, and case studies.

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Grade Analysis Data</th>
<th>Grade Analysis Narrative</th>
</tr>
</thead>
</table>

See Attachments panel below.

8. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1 and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)
The content knowledge of candidates in the Spanish Teacher Education program at William Paterson University is assessed through the Praxis II examination and the capstone course in the Spanish major. In addition, proficiency in the Spanish language is assessed by means of the Oral Proficiency Interview (OPI). Grades, as well as GPA in both the Spanish and the Education major are monitored to ensure that candidates have sufficient content knowledge to be effective foreign language teachers.

Principal Findings and Interpretation of the Findings: Data from assessments 1, 2, 6, and 7 demonstrate that all candidates possess the content knowledge required to be successful FL teachers. All candidates have passed the required Praxis II examination and all but one candidate in three years have received acceptable scores in the OPI.

Program Changes based on the Findings: As result of program assessment efforts and the assessment analysis of content knowledge, the Spanish program has undertaken the following measures:

1-We have began to implement a mock OPI offered to candidates at two points: when they take Spanish 250, a portal course which is the prerequisite for all the upper level literature courses, and when they take Spanish 498, the capstone course which is a requirement for all majors. In addition, a new conversation course was created to help underperforming students improve their oral proficiency (Span 242). Once underperforming students are identified in the portal OPI, they are advised to take this course as a directed elective.

2-In order to increase average praxis sub-scores the program has:
   • Offered a Culture of Spain or Latin America course every semester for the last 3 semesters.
   • Is in the process of modifying the sequence of core courses to include more grammar (structure of the language) instruction. As part of this change, a new assessment will be put in place to assess the grammar content knowledge of students when entering and existing the program.
   • As far as assessment of writing proficiency, the program is considering using assessment 2 (Capstone projects) only for assessment of ACTFL standard 2, and implementing a Writing Proficiency entrance and exit exam to assess ACTFL standard 1. (Implementation of this change will begin in the next academic year).

Pedagogical and Professional Knowledge, Skills, and Dispositions:

The pedagogical knowledge, skills, and dispositions of candidates in the Spanish Teacher Education Program are evaluated through a lesson planning assessment, the evaluation of the practicum experience (not reported in this program review), the assessment of student teaching unit standards as well as ACTFL proficiencies, and the modified TWS.

Principal Findings and Interpretation of the Findings: Data from assessments 3, 4, and 5, provide evidence that all candidates score at the target level in most of the ACTFL standards assessed. There seems to be further need, however, for practice on how to integrate knowledge of other disciplines into FL instruction as well as integrating FL and state standards into planning and instruction.

Program Changes based on the Findings: As a result of analyzing the data, program faculty now stress and make explicit to candidates the need for the integration of relevant standards in the planning, implementation, and delivery of all lesson plans, unit plans, instruction, and assessments. Faculty assesses this integration in the FL methods course as well as in the early field experience, practicum, student teaching, seminar, and the TWS assessment.

Student learning: Impact of the Spanish Teacher Education candidates on student learning is assessed through the Modified Teacher Work Sample which has been aligned with ACTFL standards, as well as through the practicum and student teaching evaluations.
Principal Findings and Interpretation of the Findings: Data from these assessments demonstrate candidates’ ability to assess student learning and plan instruction accordingly.

Program Changes based on the Findings: Based on the TWS spring 2010 data, program faculty and clinical experience supervisors will emphasize the need for additional candidate work on assessing students’ prior learning as well as students’ prior FL skills and levels. In addition, the TWS and all its rubrics will be introduced to candidates in their practicum semester. Results will be monitored to see if more candidates achieve target in all the elements of ACTFL standard 5: Assessment of Languages and Cultures.

The WPU Spanish Teacher Education program has used and will continue to utilize assessment results to improve candidate performance as well as enhance program quality as demonstrated above. Faculty members in the program are committed to using a variety of meaningful and valid assessments to meet ACTFL standards.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.
The Spanish Major (information taken from the WPUNJ Undergraduate Catalogue)

Prerequisites for entrance into the major include Spanish 110, 111, 210, and 211, or the equivalent. These four courses or their equivalent must be completed before taking any courses in the major. Native speakers should not take Spanish 110 and Spanish 111; they are advised instead to take Spanish 114 Spanish for Native Speakers. Not all courses are offered every semester; check the course offerings online and/or consult with your academic advisor before registering.

Major Requirements
The Spanish major is comprised of 33 credits from courses grouped at three levels:
• Foundation courses (Level A)
• Guided electives (Level B)
• Senior Spanish seminars (Level C).

Students are required to complete all five courses in Level A (15 credits), four courses in Level B (two from Spain and two from Latin America for a total of 12 credits), and two in Level C (a 400-level course and the Capstone course, SPAN 498, for a total of 6 credits). Spanish 221, 222 and 250 should be taken as early as possible in the major. Any prerequisites, in addition to the 200-level ones, for courses in Level B are noted for each course.

Students may take up to 3 credits to be applied toward the major from department offerings taught in English.

Level A: Foundation 200-Level Courses..........................15 Credits
Students must have completed SPAN 211 or its equivalent.

Students must take all five courses.
SPAN 221 Spanish: Phonetics and Phonology............. 3
or
SPAN 360 Introduction to Spanish Linguistics............. 3
SPAN 222 Advanced Spanish Composition.................. 3
or
SPAN 314 Advanced Spanish Grammar....................... 3
SPAN 229 Survey of Spanish Literature..................... 3
SPAN 232 Survey of Latin American Literature........... 3
SPAN 250 Literary Analysis and Research Methods........ 3

Note: You may take SPAN 250 and a course from Level B concurrently. You may not take a course in Level B before having taken SPAN 250.

Level B: Electives 300- and 400-Level Courses............12 Credits
• Take any four 300- or 400-level courses in this area
• Two courses from Latin America (6 credits) and two courses from Spain (6 credits) (these courses must be literature content courses taught in Spanish).

Level C: Seminar and Capstone.............................. 6 Credits
• One seminar from Spain or Latin America (3 credits)
  (SPAN 480, 481, or 487); and
• The Senior Spanish Capstone Seminar (SPAN 498)
  (3 credits).

Prerequisites
SPAN 250 is a prerequisite for all literature courses.
Please note: The content of SPAN 399, SPAN 480, SPAN 481 and SPAN 499 (Independent Study) varies. Please check with the department for current offerings.

The Spanish Minor .............................................18 Credits

Required Core Courses........................................12 credits
SPAN 221 Spanish: Phonetics and Phonology............ 3
or
SPAN 360 Introduction to Spanish Linguistics............ 3
SPAN 222 Advanced Spanish Composition.................. 3
or
SPAN 314 Advanced Spanish Composition.................. 3
SPAN 229 Survey of Spanish Literature................... 3
or
SPAN 232 Survey of Latin American Literature......... 3
SPAN 250 Literary Analysis and Research Methods........ 3

Electives (300/400) level.......................................6 credits
Take any two 300- or 400-level courses in either Latin America or Spain (these 300- and/or 400-level courses must be taught in Spanish).

Note: Required core courses may be taken concurrently with 300 and 400-level electives courses, but should be taken as early as possible in the major.

Coherent Sequence in Spanish Subject Area
To prepare teachers of Spanish (for those students who have teaching certification in other subjects or who have...
undergraduate degrees in other subjects and are pursuing an alternate route program), this program:

- establishes required core courses and electives, and provides rigor and cohesion for those seeking certification; and,
- establishes clear minimum standards and enhances cohesiveness, and provides prospective teachers with a sound training in language, literature, and cultural studies.

The 30-credit course sequence in Spanish begins with three 200-level courses in phonetics and phonology, advanced composition, and literary research methods, plus two 200-level study survey courses in the literature of Spain and Latin America (courses below the 221 level do not count towards the 30-credit sequence). Students may then select five additional courses at the 300- and 400-level. Students must take all 30 credits within the program. Those students who already have any of the core courses may substitute, upon the approval of the department, those courses with elective courses at a higher level. All courses in the 30-credit sequence must be literature content courses taught in Spanish. There will be no English-language electives as part of the 30-credit course sequence. Students are advised to take elective courses in both Latin American and peninsular literatures and cultures.

### COURSE SEQUENCE

**30 credits**

**Required Core Courses (lower-level sequence)..................15 Credits**
- SPAN 221 Spanish Phonetics and Phonology, or
- SPAN 222 Advanced Spanish Composition, or
- SPAN 314 Advanced Spanish Grammar
- SPAN 229 Survey of Spanish Literature
- SPAN 232 Survey of Latin American Literature
- SPAN 250 Literary Analysis and Research Methods
- SPAN 360 Spanish Linguistics

**Languages and Cultures 205**

**Electives (300/400 level)..............................................15 Credits**

Any five 300- or 400-level courses; one course must be at the 400 level.

- SPAN 302 Caribbean Culture and Literature
- SPAN 303 Cultural Studies I: Spain
- SPAN 304 Cultural Studies II: Latin America
- SPAN 314 Advanced Spanish Grammar
- SPAN 320 Puerto Rican Literature since 1898
- SPAN 322 Race, Slavery, and the Black Experience in Latin American Literature
- SPAN 324 Spanish Nobel Prize Winners
- SPAN 325 Nineteenth and Twentieth Century Latin American Woman Writers
- SPAN 327 The Latin American Short Story
- SPAN 329 Literature of Spanish Migration
- SPAN 330 Spanish Literature of the Twentieth Century
- SPAN 331 Golden Age of Spain
- SPAN 332 Theatre of the Golden Age
- SPAN 333 Literature of Spain to the Renaissance
- SPAN 334 Romanticism in Spain
- SPAN 335 Modern Spanish American Drama
- SPAN 337 Romantic Theatre of Spain
- SPAN 338 Literature of Spanish America to Modernismo
- SPAN 339 Modern Literature of Spanish America
- SPAN 340 Narratives of Mexican Revolution
- SPAN 341 Contemporary Dominican Literature
- SPAN 343 Novel of Latin America
- SPAN 346 Nineteenth Century Novel of Spain
- SPAN 363 Methodology and Pedagogy
- SPAN 371 The Cinema of Spain: Nation, Exile, and Social Marginalization
- SPAN 374 Changing Directions in Latin American Cinema
- SPAN 396 History and Literature of Medieval Spain
- SPAN 399 Selected Topics
- SPAN 435 Cervantes and His Age
- SPAN 436 Modern Spanish American Essay
- SPAN 437 Modernismo: Prose and Poetry
- SPAN 480 Seminar in Latin American Literature
- SPAN 481 Seminar in Spanish Literature
- SPAN 498 Senior Capstone Seminar

Note: Students following this 30-credit coherent sequence of courses for teaching certification are strongly encouraged to finish a second degree by taking all 33 credits required for the Spanish major. Students who enter the major with advanced standing in language proficiency may begin the 200-level courses earlier and be able to spread the 300- and 400-level courses over time to increase their range of electives within the major. Taking summer courses may also increase opportunities for...
electives for more rapid advancement. Spanish majors are encouraged to acquire proficiency in a second foreign language. Consult with your advisor.

In fulfilling general education requirements, it is recommended that students take AACS 155, Justice and Racism, and LAT 110 and LAT 111, Basic Latin I and II.
Secondary Education Major: K-12

K-12 Subject Field Specialization is a 30-credit major that qualifies students to become eligible for certification as a teacher for specific content areas on the middle and secondary school levels. This major uses students’ subject area specialization as a framework for learning about methods and materials for teaching a specific content area in middle/junior high and high school. Field-based experiences are an integral part of this program so that students can apply learning from coursework to content area classrooms.

Steps to Acceptance and Continuation in the Undergraduate Major in Secondary Education, K-12

- Students must have an additional major in an appropriate liberal arts or science major as indicated by the state.
- Enroll in or successfully pass ANTH 202 (or a social science diversity course from approved list).
- Attend an orientation meeting and follow the in Declaring Education as a Major direction, pass the Writing Assessment and complete the Speech and Hearing Assessment (X3685).
- Complete PSY 110 successfully.
- Obtain a NJ Substitute Teaching License, after 60 credits.
- The PRAXIS exam must be passed before entering EDUC 419. (effective Fall 2008)

Course Requirements: 30 Credits (This is a four semester program)

You must maintain a 2.75 cumulative GPA throughout the program to be recommended for certification.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIED 203</td>
<td>Teaching as a Profession (Contains unsupervised 20 hour experience)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRL 335</td>
<td>Literacy, Technology and Instruction (Contains supervised 20 hour field experience)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CISE 295</td>
<td>Educational Psychology and Classroom Management</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISE 325</td>
<td>Teaching as Learning*+</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CISE 335</td>
<td>Working Within Schools: Schools as Institutions and Communities *</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CISE 352</td>
<td>Practicum Internship*</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Plus ONE of the following courses based
on subject field major*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISE 411</td>
<td>Methods of Teaching Secondary Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>CISE 412</td>
<td>Methods of Teaching Secondary English/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>CISE 413</td>
<td>Methods of Teaching Secondary Math</td>
<td>3</td>
</tr>
<tr>
<td>CISE 414</td>
<td>Methods of Teaching Secondary Creative Arts, K-12</td>
<td>3</td>
</tr>
<tr>
<td>CISE 417</td>
<td>Methods of Teaching Secondary Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>CISE 419</strong></td>
<td>Methods of Teaching a Second Language in Elementary and Secondary School</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 419</td>
<td>Student Teaching Internship</td>
<td>10</td>
</tr>
<tr>
<td>CISE 450</td>
<td>Reckoning with the Past and Preparing for a Future in Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Exit Requirements**

- Complete program requirements successfully.
- A cumulative undergraduate GPA of at least 2.75 on a 4.00 scale.
### WPUNJ/Languages and Cultures/ Spanish Program

**ATTACHMENT C: ACTFL/NCATE Program Self-Assessment Table**

<table>
<thead>
<tr>
<th>Required Program Components</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. a. We develop candidates’ foreign language proficiency in all areas of communication, with special emphasis on oral proficiency.</strong></td>
<td>☐ X Describe briefly in Context narrative.</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td><strong>b. Our upper-level courses are taught in the foreign language.</strong></td>
<td>☐ X</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td><strong>2. We currently test our candidates’ oral proficiency with the OPI on an ongoing basis and provide diagnostic feedback to candidates.</strong></td>
<td>Check one:</td>
<td>Check one (explain in Context narrative):</td>
</tr>
<tr>
<td>☐ ☐ X Official OPI</td>
<td>☐ ☐ Current plan in place for requiring the OPI.</td>
<td>☐ ☐ No plan for requiring the OPI at this time.</td>
</tr>
<tr>
<td>☐ Official Academic Institutional Upgrade</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐ Official Advanced Level Check</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐ Official OPIc (Spanish only at this time)</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>3. Our program has language, linguistics, culture, and literature components.</strong></td>
<td>☐ ☐ ☐ X Describe briefly in Context narrative.</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td><strong>4. a. Our candidates are required to take a methods course that deals specifically with the teaching of foreign languages.</strong></td>
<td>Check one (describe briefly in Context narrative):</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td>☐ ☐ ☐ X Candidates take this course as an offering in our program.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐ Candidates take this course at another institution.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐ Candidates take an online or distance education foreign language methods course.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐ Other _________________________________</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>b. The methods course that candidates take is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.</strong></td>
<td>☐ ☐ ☐ X Describe briefly in Context narrative.</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td><strong>5. Our candidates complete field experiences prior to student teaching that include experiences in foreign language classrooms.</strong></td>
<td>☐ ☐ ☐ X Describe briefly in Context narrative.</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td><strong>6. Our field experiences, including student teaching, are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.</strong></td>
<td>☐ X Describe briefly in Context narrative.</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td><strong>7. We provide opportunities for our candidates to experience technology-enhanced instruction and to use technology in their own teaching.</strong></td>
<td>☐ ☐ ☐ X Describe briefly in Context narrative.</td>
<td>☐ Explain in Context narrative.</td>
</tr>
<tr>
<td><strong>8. We provide opportunities for our candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.</strong></td>
<td>☐ ☐ ☐ X Describe briefly in Context narrative.</td>
<td>☐ Explain in Context narrative.</td>
</tr>
</tbody>
</table>
NOTE- Data for 2009-2010 was not available when writing this report. We are providing the available data for the 3 prior academic years

The following chart shows total and average institutional passing rates:

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2007-08</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number taking assessment</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number passing assessment</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional pass rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Statewide pass rate for Spanish</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
</tr>
</tbody>
</table>

The following chart shows institutional average sub-scores:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Listening Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Avg.</td>
<td>75%</td>
<td>84%</td>
<td>92%</td>
</tr>
<tr>
<td>State-Wide Avg.</td>
<td>79%</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>National Avg.</td>
<td>77%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>II. Structure of the Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Avg.</td>
<td>73%</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>State-Wide Avg.</td>
<td>79%</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td>National Avg.</td>
<td>75%</td>
<td>74%</td>
<td>76%</td>
</tr>
<tr>
<td>III. Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Avg.</td>
<td>75%</td>
<td>79%</td>
<td>89%</td>
</tr>
<tr>
<td>State-Wide Avg.</td>
<td>79%</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>National Avg.</td>
<td>78%</td>
<td>78%</td>
<td>87%</td>
</tr>
<tr>
<td>IV. Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Avg.</td>
<td>61%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>State-Wide Avg.</td>
<td>68%</td>
<td>67%</td>
<td>65%</td>
</tr>
<tr>
<td>National Avg.</td>
<td>68%</td>
<td>68%</td>
<td>67%</td>
</tr>
</tbody>
</table>
Section IV

Assessment 1: State Licensure Examination

Praxis II Exam, Spanish

1- Description of Assessment:

Candidates seeking certification in Spanish in New Jersey are required to take and pass the Praxis II exam in Spanish with an overall score of 159. The Praxis II exam assesses candidate knowledge in Spanish. Candidates receive an overall score on the exam as well as sub-scores on the individual sections.

Teacher candidates at WPU are required to take and pass the Praxis II exam prior to entering student teaching.

2-Alignment ACTFL standards:
The Praxis II exam aligns specifically with the following ACTFL standards:

<table>
<thead>
<tr>
<th>PRAXIS II Test Sections</th>
<th>ACTFL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>I- Listening Comprehension</td>
<td>1-(a) Target language proficiency&lt;br&gt;1-(b) Target language linguistic elements&lt;br&gt;1-(c) Relation to other languages, linguistic varieties-registers.</td>
</tr>
<tr>
<td>II- Structure of the Language</td>
<td>1-(a) Target language proficiency&lt;br&gt;1-(b) Target language linguistic elements&lt;br&gt;1-(c) Relation to other languages, linguistic varieties-registers.</td>
</tr>
<tr>
<td>III- Reading Comprehension</td>
<td>1-(a) Target language proficiency&lt;br&gt;2-(a) cultural perspectives and practices.&lt;br&gt;2-(b) literary and cultural texts&lt;br&gt;2-(c) Target Language distinctive viewpoints</td>
</tr>
<tr>
<td>IV- Culture</td>
<td>2-(a) Cultural perspectives and practices. &lt;br&gt;2-(b) Literary and cultural texts&lt;br&gt;2-(c) Target Language distinctive viewpoints</td>
</tr>
</tbody>
</table>

3-Analysis of Data Findings and Evidence of Meeting the Standard
The results of the Praxis II Spanish exam indicate that this institution has an average passing grade of 100%. This exceeds the state average passing rate for every academic year. However, the department is aware of the decrease in average subscore performance of candidates. To this respect, some immediate measures, such as offering a culture course every semester, have been taken. Other actions, such as revising core requirements, are being considered as well.
Description:

The Spanish Program has been collecting and assessing students’ Senior Capstone projects for two years. These are literary research projects and the topic or general area of concentration varies each semester. Since the Capstone is the last course taken within the major, measuring students’ writing in the course provides a significant assessment of students’ content knowledge. This assessment is performed for all Spanish majors taking the capstone; therefore, teacher education candidates are also included.

As mentioned above, the samples assessed include both education majors and other Spanish Majors who do not plan to become teachers. We include the data for K-12 majors separately. N in this study might not coincide with the number of teacher education program completers because some of those students took the capstone before this assessment was first implemented. As described below, the rubric used to assess these projects has three main areas:

1- Mechanics of writing- criterion follows ACTFL Writing Proficiency Standards.
2- Literary Analysis.
3- Literary and Cultural Context.

The projects were rated in terms of whether they exceeded expectations, met expectations, sometimes met expectations, or were below expectations.

Faculty Training and Development:

Faculty in the Spanish program constantly and actively seeks ways to improve writing assessment within the major. To this respect, four faculty members participated in the ACTFL Writing Proficiency Guidelines Familiarization Workshop in 2008. Following this training, implementation of the assessment described in this section was started. The program plans to implement an entrance Writing Proficiency assessment in the upcoming year to better evaluate students’ progress.

Alignment with ACTFL Standards:

Below is an outline of the alignment of each criterion in the rubric with ACTFL standards (Please note that the Mechanics section of the rubric corresponds to ACTFL Writing Proficiency Guidelines):
<table>
<thead>
<tr>
<th>Criterion</th>
<th>ACTFL Standard</th>
</tr>
</thead>
</table>
| 1. Literary Analysis | 2-(a) cultural perspectives and practices.  
| | 2-(b) literary and cultural texts  
| | 2-(c) Target Language distinctive viewpoints |
| 2. Literary and Cultural Context | 2-(a) cultural perspectives and practices.  
| | 2-(b) literary and cultural texts  
| | 2-(c) Target Language distinctive viewpoints |
| 3. Mechanics- Use of written Target Language | 1-(a) Target language proficiency  
| | 1-(b) Target language linguistic elements  
| | 1-(c) Relation to other languages, linguistic varieties-registers. |

**Rubric for Assessment of Capstone projects written in Span 498 (Capstone)**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For purpose of calculating means, the following numeric values were used:

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
The following rubric offers a detailed explanation of each rating as it pertains to each criterion.

<table>
<thead>
<tr>
<th>1</th>
<th>Literary Analysis</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Comprehension-Analytical skills</td>
<td>Comprehension-Analytical skills</td>
<td>Comprehension-Analytical skills</td>
<td>Comprehension-Analytical skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Critical, analytical understanding of the text all or most of the time.</td>
<td>- Basic understanding of the text with limited critical analytical ability (summary, restating of ideas rather than drawing inferences)</td>
<td>- Some awareness of the text details and limited emerging critical analytical ability</td>
<td>- Fails to understand the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Claims and inferences are always or most of the time well supported</td>
<td>- Frequent generalizations, assumptions, vague statements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literary devises</td>
<td>- Demonstrates ability to analyze and interpret the function of most literary devices.</td>
<td>- Limited ability to analyze and interpret the function of most literary devices.</td>
<td>- Analysis of literary devices, when present, is superficial or incorrect.</td>
<td>- No awareness of literary devices</td>
</tr>
<tr>
<td>2 Literary and Cultural Context</td>
<td>Cultural/Period Context</td>
<td>Cultural/Period Context</td>
<td>Cultural/Period Context</td>
<td>Cultural/Period Context</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>-Most of the time, writing shows awareness and understanding of cultural specificities of the text and the historical/literary period.</td>
<td>-Writing shows awareness and some understanding of cultural specificities of the text and the period.</td>
<td>- Awareness and understanding of cultural specificities of the text and the period are still developing.</td>
<td>-Awareness of cultural specificities of the text and the period is very limited or non-existent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLA</td>
<td>-Mastery of the MLA citation guidelines is generally demonstrated.</td>
<td>MLA</td>
<td>-MLA citation guidelines are properly followed with sporadic errors.</td>
<td>MLA</td>
<td>-Writing does not display awareness of MLA citation guidelines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superior</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>Text type</td>
<td>Text type</td>
<td>Text type</td>
</tr>
<tr>
<td>-well developed ideas, opinions, arguments and hypotheses through extended discourse.</td>
<td>-Narrate and describe in major time frame’s, using paraphrase and elaboration to provide clarity in connected discourse of paragraph length.</td>
<td>-create with the language and communicate simple facts and ideas in a loosely connected series, primarily in the present.</td>
<td>-recombine practiced material supplying isolated words and phrases to convey simple messages.</td>
</tr>
<tr>
<td>Structures</td>
<td>Structures</td>
<td>Structures</td>
<td>Structures</td>
</tr>
<tr>
<td>Good control of frequent and non-frequent structures</td>
<td>Control of frequent structures</td>
<td>Some control of frequent structures</td>
<td>Isolated words or phrases to convey simple material</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Use of ample general and specialized vocabulary</td>
<td>Use of mostly generic vocabulary</td>
<td>Use of exclusively generic vocabulary with common repetitions.</td>
<td>Transcription of familiar words and vocabulary lists</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Accuracy</td>
<td>Accuracy</td>
<td>Accuracy</td>
</tr>
<tr>
<td>No pattern of errors in vocabulary/punctuation/spelling</td>
<td>Comprehensible to those unaccustomed to dealing with the writing of non-natives</td>
<td>Not comprehensible to those unaccustomed to dealing with the writing of non-natives</td>
<td>May be difficult to comprehend even for those accustomed to dealing with non-native</td>
</tr>
</tbody>
</table>
Analysis of Data Findings and Evidence of Meeting the Standards:

In 2009, most Spanish majors met or exceeded expectations in the three assessed areas with a total mean score of 3.28. The mean score in 2010 was 2.91. This difference is probably due to the fact that the 2010 class had 27 students, which is 2 over the cap of 25. A specific area of concern is number 2, which was considerably low in the area of use of MLA format. Faculty is examining the wording of assignments to see if standard general instructions could be created.

Assessment results for K-12 teacher education candidates are similar to those of the entire class. In 2009, 100% of candidates met or exceeded expectations with an overall mean score of 3.6, which is higher than the overall score. In 2010, 100% of students met or exceeded expectations in area 1. Only 60% of the teacher education candidates met expectations in areas 2 and 3, with an overall mean score of 2.8. Since this is very recent data, the reasons for these results are being examined. Some might include class size and wording of assignment. We are also looking forward to future applications so that a larger sample can be more statistically relevant.
## Assessment 2-Capstone projects
Data for Spanish K-12 Students

### Spring 2010
N= -

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Spring 2009
N= -

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td></td>
<td></td>
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</table>
### Spring 2010

<table>
<thead>
<tr>
<th>Criterion</th>
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<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
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<td>80%</td>
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</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
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</table>

### Spring 2009

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
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<td>50%</td>
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<td>2. Literary and Cultural Context</td>
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<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td>50%</td>
<td>50%</td>
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</tr>
</tbody>
</table>

### Assessment Data

<table>
<thead>
<tr>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>1. Literary Analysis</td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
</tr>
<tr>
<td>Overall</td>
</tr>
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### Assessment 2-Capstone projects
#### Data

#### Spring 2010
**N=15**

<table>
<thead>
<tr>
<th>Criterion</th>
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<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td>2</td>
<td>11</td>
<td>2</td>
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<td>2. Literary and Cultural Context</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
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<td>3. Mechanics- Use of written Target Language</td>
<td>1</td>
<td>13</td>
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#### Spring 2009
**N=11**

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<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td></td>
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</table>
### Spring 2010  
**N=15**

<table>
<thead>
<tr>
<th>Criterion</th>
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<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
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</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td>13.33%</td>
<td>73.33%</td>
<td>13.33%</td>
<td></td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td>13.33%</td>
<td>46.67%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td>6.67%</td>
<td>86.67%</td>
<td>6.67%</td>
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### Spring 2009  
**N=11**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Sometimes Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td>27.27%</td>
<td>63.63%</td>
<td>9.09%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td>45.45%</td>
<td>54.55%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td>27.27%</td>
<td>63.64%</td>
<td>19.09%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Assessment Data  
**Mean Scores**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literary Analysis</td>
<td>3.00</td>
<td>3.18</td>
</tr>
<tr>
<td>2. Literary and Cultural Context</td>
<td>2.73</td>
<td>3.46</td>
</tr>
<tr>
<td>3. Mechanics- Use of written Target Language</td>
<td>3.00</td>
<td>3.19</td>
</tr>
<tr>
<td>Overall</td>
<td>2.91</td>
<td>3.28</td>
</tr>
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</table>
SECTION IV

ASSESSMENT 3: Lesson Plan

Description and Use

William Paterson University has a standard template candidates use for lesson planning. This template is used when teacher candidates develop and teach lessons during practicum and student teaching. Teacher Work Sample (TWS) is a required assessment for all initial teacher candidates. For this assessment candidates have to develop and teach a unit plan consisting of several lessons during student teaching. This assignment provides candidates with the opportunity to apply and connect what they have learned through their language, linguistics, culture and literature as well as their teacher education courses thus integrating pedagogical techniques and theories with their content knowledge.

During student teaching, Spanish teacher education candidates are observed by their cooperating teacher and the university supervisor.

Each candidate must teach lessons that align with ACTFL standards following the template attached. The candidate’s lesson plan is evaluated based on the connections between the standards and the objectives, instructional modes, and assessment strategies used during the lesson. The TWS rubrics below are used to measure candidate performance on three levels: 1 – Indicator Not Met; 2 – Indicator Partially Met; 3 – Indicator Met. TWS rubrics evaluate candidates’ ability to plan and deliver an effective lesson in 4 areas: planning and learning goals, assessment, instructional design, and instructional decision-making. Each area has specific indicators on the rubric which are used to evaluate candidate performance. The 4 areas of TWS used to evaluate candidates’ lesson planning are identified below along with the corresponding rubric indicators.

Alignment with ACTFL Standards

The following indicates how the Teacher work sample assessment aligns with ACTFL Standards:

<table>
<thead>
<tr>
<th>TWS Assignment</th>
<th>Elements</th>
<th>ACTFL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Significance, Challenge &amp; Variety</td>
<td>4a</td>
<td></td>
</tr>
<tr>
<td>b. Clarity</td>
<td>4a</td>
<td></td>
</tr>
<tr>
<td>c. Appropriateness for Students</td>
<td>3a, 3b</td>
<td></td>
</tr>
<tr>
<td>d. Alignment with National, State or Local Standards</td>
<td>4a,4b,4c</td>
<td></td>
</tr>
<tr>
<td>2. Assessment Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Alignment with Learning Goals &amp; Instruction</td>
<td>5a</td>
<td></td>
</tr>
<tr>
<td>b. Clarity of Criteria &amp; Standards for Performance</td>
<td>5a</td>
<td></td>
</tr>
<tr>
<td>c. Multiple Modes &amp; Approaches</td>
<td>5a</td>
<td></td>
</tr>
</tbody>
</table>
d. Technical Soundness  

3. Design for Instruction

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Alignment with Learning Goals</td>
<td>4a, 4b, 4c</td>
</tr>
<tr>
<td>b. Accurate Representation of Content</td>
<td>2a, 2b, 2c</td>
</tr>
<tr>
<td>c. Lesson &amp; Unit Structure</td>
<td>3b</td>
</tr>
<tr>
<td>d. Use of a Variety of Instruction, Activities, Assignments &amp; Resources</td>
<td>3a, 3b</td>
</tr>
<tr>
<td>e. Use of Contextual Information &amp; Data to Select Appropriate &amp; Relevant Activities, Assignments &amp; Resources</td>
<td>4c</td>
</tr>
<tr>
<td>f. Use of Technology</td>
<td>4c</td>
</tr>
</tbody>
</table>

4. Instructional Decision Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sound Professional Practice</td>
<td>4c</td>
</tr>
<tr>
<td>b. Modifications Based on Analysis of Student Learning</td>
<td>5b</td>
</tr>
</tbody>
</table>

Analysis of Data-Findings

Data from TWS obtained in the fall 2009 and Spring 2010 semesters and indicate that overall most candidates demonstrated Target performance in lesson planning. In the two semesters examined, more than 60% of the candidates achieved Target in each area of lesson planning except for one categories: Learning Goals ( Appropriateness for Students) and Instructional Decision Making (Sound Professional Practice). No student scored Unacceptable in any of the lesson planning rubrics in these two semesters.

Evidence of Meeting the Standards:

The data suggests that the overwhelming majority of the candidates are proficient in lesson planning and implementation. There is evidence that candidates are meeting ACTFL standards 2, 3, 4, and 5: integrating the cultural framework for foreign language standards into instructional practices; integrating knowledge of other disciplines into foreign language instruction; using knowledge of language acquisition to create a supportive language environment; developing a variety of instructional practices; demonstrating an understanding of goals and national and state standards for foreign language learning and integrating those standards in instruction. Candidates demonstrate that they can assess student learning and use the results to adjust instruction.

Attachments:

1. Lesson Plan Template
2. Lesson Planning Assignment Instructions
3. Rubrics
Lesson Plan Template for a Teacher Led Lesson (For K-5, 5-8, K-12 and TSD)

Candidate Name:                                            School:                                                     Grade:

I.  Subject Area(s):

II. Topic and Core Standard:

III. Concept:

IV. Essential Question:

V. Objectives/Student Learning Outcomes:
    (SWBAT): Students will be able to …

VI. Teacher Actions:

1. Planning:

2. Motivate:

3. Teach:

4. Image:

5. Ask Low and High Level Questions:

6. Practice Skills:

7. Create (Performance Task):

8. Rubric:
Attachment 2

Instructions for Lesson Planning Assignment

Assignment #1: LEARNING GOALS
Identify Topic, Concept, Essential Question, CPIs, Learning Goals and Resources for a lesson you will teach for 3 days.

The attached rubric will be used to grade this assignment.

Candidate Name:      School:    Grade:

I. Subject Areas: Spanish

II. Topic and Core Standards: Provide the subject matter topic. Select one CPI from the NJCCC standards in Spanish. Include the numbers and text of each CPI.

III. Concept(s):

IV. Essential Question: What overarching question best defines what students will learn?

V. Learning Goals / Objectives:
   - Include and label at least one lower order objective (recall/describe)
   - Include and label at least one higher order objective (make inferences/draw conclusions)
   - Include and label at least one higher order objective (write/create)

   - Phrase all objectives as (SWBAT): Students will be able to …

Assignment #2: ASSESSMENT PLAN

Create an assessment plan using the template below. Attached rubric will be used to grade this assignment.
Lesson Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Format of Assessments (Specify which part of / question on assessment)</th>
<th>Modifications Made (List for each assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal #1: Lower Order (List Learning Goal #1 here)</td>
<td>Pre-assessment / Post-assessment: Formative Assessment(s):</td>
<td>Pre-assessment / Post-assessment: Formative Assessment(s):</td>
</tr>
<tr>
<td>Learning Goal #2: Higher Order (List Learning Goal #2 here)</td>
<td>Pre-assessment / Post-assessment: Formative Assessment(s):</td>
<td>Pre-assessment / Post-assessment: Formative Assessment(s):</td>
</tr>
</tbody>
</table>

VI. Resources and Materials: What books, websites (briefly explain what the website is), multimedia equipment, realia, resources, materials, supplies etc. will you need? Include all resources that you used to gain background knowledge for this lesson as well as those used with students. Demonstrate the integration of technology.

Assignment #3: DESIGN FOR INSTRUCTION

Design your three day, extended lesson plan by filling in the categories below. Use a variety of instructional strategies, including technology. The attached rubric will be used to grade this assignment.

Candidate Name: School: Grade:

DAY ONE

1. Pre-Assessment: Give students the quiz or other pre-assessment you have planned to assess understanding of Learning Goals #1 and #2 from Assignment #2.

2. Motivate: Describe the engaging, exciting, motivating way you begin the lesson: otherwise known as a “Hook.”

3. Teach: How will you present facts and concepts to the students? Provide a detailed, bulleted or numbered list of actions and dialogue.

4. Image: What visual aids will you use to interest students and enhance
3. Teach: How will you present facts and concepts to the students? Provide a detailed, bulleted or numbered list of actions and dialogue.
4. **Image:** What visual aids will you use to interest students and enhance their understanding?

5. **Ask Low and High Level Questions:** List all of the questions that will be asked throughout the extended lesson. Questions should be connected to learning goals / objectives.

6. **Accommodations:** How will you help students who struggle with the lesson? Describe specific students in your class who need accommodations, noting what you will do to assist them.

7. **Role of Auxiliary Personnel:** How will you work with other school professionals to increase students’ understanding of the lesson?

**DAY TWO**

1. **Review:** Review main concepts through questions, visual aids, etc.

2. **Practice Skills:** How will you engage in “guided practice” with your students before they “create”?

3. **Accommodations:** How will you help students who struggle with the lesson? Describe specific students in your class who need accommodations, noting what you will do to assist them.

4. **Role of Auxiliary Personnel:** How will you work with other school professionals to increase students’ understanding of the lesson?

**DAY THREE**

1. **Review:** Review main concepts through questions, visual aids, etc.

2. **Create (Performance Task):** How will students create something to demonstrate their learning? Attach rubric used to assess this performance task.

3. **Post-assessment:** Give students the SAME quiz or other pre-assessment you used to assess understanding of Learning Goals #1 and #2 from Assignment #2. Attach the pre- and post-assessment.

4. **Accommodations:** How will you help students who struggle with the lesson? Describe specific students in your class who need accommodations, noting what you will do to assist them.

5. **Role of Auxiliary Personnel:** How will you work with other school professionals to increase students’ understanding of the lesson?

**Assignment #4: INSTRUCTIONAL DECISION-MAKING**

Write an analysis of how your observations of student learning helped you to make instructional decisions throughout your lesson, following the instructions below. The attached rubric will be used to grade this assignment.
Prompt: Provide two examples of instructional decision-making based on students’ learning or responses.

1. Think of a time during your lesson when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

   A. Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).

   B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

2. Now, think of one more time during your lesson when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

   A. Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).

   B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
Attachment 3:

Rubrics used to assess lesson planning

Learning Goals

Rubric

TWS Standard: The teacher sets significant, challenging, varied and appropriate learning goals.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
</table>
| **Significance, Challenge and Variety**  
ACTFL 4a | Goals reflect only one type or level of learning. | Goals reflect several types or levels of learning but lack significance or challenge. | Goals reflect several types or levels of learning and are significant and challenging. | |
| **Clarity**  
ACTFL 4a | Goals are not stated clearly and are activities rather than learning outcomes. | Some of the goals are clearly stated as learning outcomes. | Most of the goals are clearly stated as learning outcomes. | |
| **Appropriateness For Students**  
ACTFL 3a, 3b | Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. | Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | |
| **Alignment with National, State or Local Standards**  
ACTFL 4a, 4b,4c | Goals are not aligned with national, state or local standards. | Some goals are aligned with national, state or local standards. | Most of the goals are explicitly aligned with national, state or local standards. | |
Assessment Plan

Rubric

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals and Instruction</strong>&lt;br&gt;AECTFL 5a</td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of Criteria and Standards for Performance</strong>&lt;br&gt;AECTFL 5a</td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Modes and Approaches</strong>&lt;br&gt;AECTFL 5a</td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Soundness</strong>&lt;br&gt;AECTFL 5a</td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptations Based on the Individual Needs of Students</strong>&lt;br&gt;AECTFL 5a,5b</td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
<td></td>
</tr>
</tbody>
</table>
Design for Instruction

Rubric

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Representation of Content</strong></td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td>The lessons within the unit are not logically organized organization (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of a Variety of Instruction, Activities, Assignments and Resources</strong></td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Contextual Information and Data to Select Appropriate and Relevant Activities</strong></td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments</td>
<td>Most instruction has been designed with reference to contextual factors and pre-</td>
<td></td>
</tr>
<tr>
<td>Assignments and Resources</td>
<td>ACTFL 4c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>assignments do not appear productive and appropriate for each student.</td>
<td>appear productive and appropriate for each student.</td>
<td>assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
</tbody>
</table>

| Use of Technology | Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided. | Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology. | Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology. |  |

## Instructional Decision-Making

### Rubric

TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Professional Practice</td>
<td>Many instructional decisions are inappropriate and not pedagogically sound.</td>
<td>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</td>
<td>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</td>
<td></td>
</tr>
<tr>
<td>ACTFL 4c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Modifications Based on Analysis of Student Learning | Teacher treats class as “one plan fits all” with no modifications. | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress. |  |
| ACTFL 5b |  |  |  |

| Congruence Between | Modifications in instruction lack | Modifications in instruction are somewhat congruent with | Modifications in instruction are |  |
| Modifications and Learning Goals | congruence with learning goals. | learning goals. | congruent with learning goals. |
### UG K12- Foreign Languages: Aggregated Candidate Data -Fall 09

#### Assessment #3: Lesson Planning

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessment plan</th>
<th>Design for Instruction</th>
<th>Instructional Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09; N=1</td>
<td># T</td>
<td># A</td>
<td># U</td>
</tr>
<tr>
<td>% T</td>
<td>75.00%</td>
<td>75.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>% A</td>
<td>25.00%</td>
<td>25.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>% U</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### UG K 12-Foreign Languages: Aggregated Candidate Data-Spring 2010

#### Assessment #3: Lesson Planning
### Spring 10; N=

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessment plan</th>
<th>Design for Instruction</th>
<th>Instructional Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Significance, Challenge and Variety</td>
<td>#T</td>
<td>#A</td>
<td>#U</td>
</tr>
<tr>
<td>2. Clarity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Appropriateness For Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Alignment with National, State or Local Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Alignment with Learning Goals and Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Clarity of Criteria and Standards for Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Multiple Modes and Approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Technical Soundness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Adaptations Based on the Individual Needs of Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Alignment with Learning Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Accurate Representation of Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Lesson and Unit Structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Use of a Variety of Instruction, Activities, Assignments and Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Use of Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Sound Professional Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Modifications Based on Analysis of Student Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Congruence Between Modifications and Learning Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| % T | 100.00% | 100.00% | 66.67% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 66.67% | 66.67% | 100.00% | 66.67% | 100.00% | 66.67% | 100.00% | 100.00% |
| % A | 0.00%   | 0.00%   | 33.33% | 0.00%   | 0.00%   | 0.00%   | 0.00%   | 0.00%   | 0.00%   | 33.33% | 33.33% | 0.00%   | 33.33% | 33.33% | 33.33% | 0.00%   | 0.00%   |
| % U | 0.00%   | 0.00%   | 0.00%  | 0.00%   | 0.00%   | 0.00%   | 0.00%   | 0.00%   | 0.00%   | 0.00%  | 0.00%  | 0.00%   | 0.00%  | 0.00%  | 0.00%  | 0.00%   | 0.00%   |
### American Council on the Teaching of Foreign Languages (ACTFL) Standards

#### SPA Competencies

<table>
<thead>
<tr>
<th>Undergrad</th>
<th>MAT</th>
</tr>
</thead>
</table>

William Paterson University College of Education

<table>
<thead>
<tr>
<th>Semester</th>
<th>Undergrad</th>
<th>MAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Coordinating Teacher</th>
<th>Practicum</th>
<th>Student Teaching Interim</th>
<th>Student Teaching Final</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
</table>

Please rate candidates based on their performance in each standard below.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate demonstrates an understanding of the connections among the perspectives of a culture and its practices and products, and can integrate the cultural framework for foreign language standards into own instructional practices. (ACTFL 2a)</td>
<td>O</td>
</tr>
<tr>
<td>2. Candidate recognizes the value and role of literary and cultural texts and uses them to interpret and reflect upon the perspectives of the target cultures over time. (ACTFL 2b)</td>
<td>O</td>
</tr>
<tr>
<td>3. Candidate integrates knowledge of other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target languages. (ACTFL 2c)</td>
<td>O</td>
</tr>
</tbody>
</table>
4. Candidate demonstrates an understanding of language acquisition at various developmental levels and uses this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. (ACTFL 3a)

5. Candidate develops a variety of instructional practices that reflects language outcomes and articulates program models and addresses the needs of diverse language learners (ACTFL 3b)

6. Candidate demonstrates an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (ACTFL 4a)

7. Candidate integrates the Standards for Foreign Language Learning and their state standards into language instruction. (ACTFL 4b)

8. Candidate uses standards and curricular goals to evaluate, select, design, and adapt instructional resources. (ACTFL 4c)

9. Candidate believes that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (ACTFL 5a)

10. Candidate reflects on the results of student assessments, adjusts instruction accordingly, analyzes the results of assessments, and uses success and failure to
determine the direction of instruction (ACTFL 5b)

11. Candidate interprets and reports the results of student performances to all stakeholders and provide opportunity for discussion (ACTFL 5c)

12. Candidate knows the value of foreign language learning to the overall success of all students and understands that they will need to become advocates with students, colleagues, and members of the community to promote the field (ACTFL 6b)

Comments:
SECTION IV

ASSESSMENT 4: Assessment of Student Teaching

Description and Use

Candidates in the Spanish teacher education program complete a 16 week full-time student teaching internship in a second language classroom. In this experience, candidates are assessed with two instruments: the unit’s 20 competencies observation form and the ACTFL addendum. The ACTFL instrument, aligned with the ACTFL standards is used as a rubric to evaluate candidates’ pedagogical skills both during practicum and student teaching. Candidates are introduced to the assessment in their practicum experience so they develop familiarity with the process and expectations. The rubric is used to evaluate candidates on a three-point scale: 3 = Target, 2 = Acceptable, 1 = Unacceptable. Data from the student teaching semester is used as the critical assessment of candidates’ pedagogical and professional skills and dispositions. During each observation, the ACTFL instrument is completed by the candidate’s cooperating teacher and the university supervisor to measure the candidate’s effectiveness to present content lessons and help students meet standards for Foreign Language Learning. Data collected from the university supervisor’s final observation using the ACTFL instrument is shown in the attachment.

Alignment with ACTFL Standards

The evaluation criteria on the ACTFL instrument is aligned to the ACTFL standards (see below). The assessment addendum is used as a rubric to evaluate candidates’ pedagogical skills on a three-point scale: 3=Target, 2=Acceptable, 1=Unacceptable. The evaluator must provide a score to indicate the teacher candidate’s performance in relation to each of the ACTFL standards observed and assessed.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>ACTFL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands of the connections of a culture and products &amp; integrates FL framework into practice.</td>
<td>2a</td>
</tr>
<tr>
<td>Recognizes the value and role of literary and cultural texts &amp; uses them to reflect on target culture.</td>
<td>2b</td>
</tr>
<tr>
<td>Integrates knowledge of other disciplines into FL instruction.</td>
<td>2c</td>
</tr>
<tr>
<td>Understands language acquisition at various developmental levels &amp; uses this to create supportive learning environments.</td>
<td>3a</td>
</tr>
<tr>
<td>Develops a variety of instructional practices that reflect language outcomes to address needs of diverse learners.</td>
<td>3b</td>
</tr>
<tr>
<td>Understands the goal areas and standards for FL</td>
<td>4a</td>
</tr>
</tbody>
</table>
learning, state standards and integrates them into planning.

| Integates standards into language instruction. | 4b |
| Uses standards and goals to evaluate, select, design and adapt instructional resources. | 4c |
| Demonstrates knowledge of assessment that are age and level appropriate | 5a |
| Reflects on results of students’ assessments & adjusts instruction accordingly. | 5b |
| Interprets and reports assessment results | 5c |
| Understands the value of FL learning | 6b |

**Analysis of Data-Findings and Evidence of Meeting the Standards:**

According to the university supervisors’ final assessment for the fall 2009 semester, the overwhelming majority of the candidates achieved Target level performance in each ACTFL standard with the exception of 2c: integrating knowledge of other disciplines into foreign language instruction; 4a: demonstrating and integrating FL standards and goals into curricular planning; and 5c: integrating results of student performance.

The spring 2010 candidate data are consistent with those from the previous semester, and seem to point out the need for further practice in integrating other disciplines, integrating Foreign Language Learning standards, as well as state standards into planning and instruction. Only one candidate out of three achieved target level in ACTFL standards 2c, 4a, and 4b.

No candidate received a rating of unacceptable in any of the elements assessed in the final evaluation by the university supervisor, providing evidence that candidates are meeting ACTFL standards as they complete the student teaching experience.

**Attachments:**

1. ACTFL Evaluation of Student Teaching Form
2. Candidate data on student teaching
<table>
<thead>
<tr>
<th>Candidate demonstrates an understanding of the connections among the perspectives of a culture and its practices and products, and can integrate the cultural framework for foreign language standards into own instructional practices. (ACTFL 2a)</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate recognizes the value and role of literary and cultural texts and uses them to interpret and reflect upon the perspectives of the target cultures over time. (ACTFL 2b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate integrates knowledge of other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target languages. (ACTFL 2c)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates an understanding of language acquisition at various developmental levels and uses this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate develops a variety of instructional practices that reflects language outcomes and articulates program models and addresses the needs of diverse language learners (ACTFL 3b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (ACTFL 4a)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate integrates the Standards for Foreign Language Learning and their state standards into language instruction. (ACTFL 4b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate uses standards and curricular goals to evaluate, select, design, and adapt instructional resources. (ACTFL 4c)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate believes that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (ACTFL 5a)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate reflects on the results of student assessments, adjusts instruction accordingly, analyzes the results of assessments, and uses success and failure to determine the direction of instruction (ACTFL 5b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate interprets and reports the results of student performances to all stakeholders and provide opportunity for discussion (ACTFL 5c)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate knows the value of foreign language learning to the overall success of all students and understands that they will need to become advocates with students, colleagues, and members of the community to promote the field (ACTFL 6b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Based on a scale where 3=Target, 2=Acceptable, 3=Unacceptable
Candidate demonstrates an understanding of the connections among the perspectives of a culture and its practices and products, and can integrate the cultural framework for foreign language standards into own instructional practices. (ACTFL 2a)

Candidate recognizes the value and role of literary and cultural texts and uses them to interpret and reflect upon the perspectives of the target cultures over time. (ACTFL 2b)

Candidate integrates knowledge of other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target languages. (ACTFL 2c)

Candidate demonstrates an understanding of language acquisition at various developmental levels and uses this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning

Candidate develops a variety of instructional practices that reflects language outcomes and articulates program models and addresses the needs of diverse language learners (ACTFL 3b)

Candidate demonstrates an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (ACTFL 4a)

Candidate integrates the Standards for Foreign Language Learning and their state standards into language instruction. (ACTFL 4b)

Candidate uses standards and curricular goals to evaluate, select, design, and adapt instructional resources. (ACTFL 4c)

Candidate believes that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (ACTFL 5a)

Candidate reflects on the results of student assessments, adjusts instruction accordingly, analyzes the results of assessments, and uses success and failure to determine the direction of instruction (ACTFL 5b)

Candidate interprets and reports the results of student performances to all stakeholders and provide opportunity for discussion (ACTFL 5c)

Candidate knows the value of foreign language learning to the overall success of all students and understands that they will need to become advocates with students, colleagues, and members of the community to promote the field (ACTFL 6b)
SECTION IV

ASSESSMENT 5: Teacher Work Sample

Description and Use

To assess Spanish teacher education candidates’ impact on student learning, an adaptation of the Renaissance Partnership for Improving Teacher Quality is used. The Teacher Work Sample (TWS) is a required assessment for all initial teacher candidates at William Paterson University. For this assessment candidates have to develop and teach a unit plan during student teaching. This assignment provides candidates with the opportunity to determine the impact of their instructional decisions on student learning. Through this experience the candidates reflect on their practice and examine student data to make informed instructional decisions.

During student teaching, the development and implementation of the unit plan are assessed by the TWS rubrics (below) which measure candidate performance on three levels: 1 – Indicator Not Met; 2 – Indicator Partially Met; 3 – Indicator Met. Data from three TWS rubrics—analysis of student learning, contextual factors, and reflection and self-evaluation—are used to evaluate the candidate’s impact on student learning. Each area has specific indicators on the rubric which are used to measure candidate performance. The 3 areas of TWS used to evaluate candidates’ impact on student learning are identified below along with the rubric indicators.

Alignment with ACTFL Standards

The following chart indicates how the Teacher Work Sample rubrics align with ACTFL Standards:

<table>
<thead>
<tr>
<th>TWS</th>
<th>Elements</th>
<th>ACTFL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Student Learning</td>
<td>a. Clarity &amp; Accuracy of Presentation</td>
<td>4a</td>
</tr>
<tr>
<td></td>
<td>b. Alignment with Learning Goals</td>
<td>4a, 4b</td>
</tr>
<tr>
<td></td>
<td>c. Interpretation of Data</td>
<td>5b</td>
</tr>
<tr>
<td></td>
<td>d. Evidence of Impact on Student Learning</td>
<td>5b, 5c</td>
</tr>
<tr>
<td>Contextual Factors</td>
<td>a. Knowledge of Community, Schools, &amp; Classroom Factors</td>
<td>3a</td>
</tr>
<tr>
<td></td>
<td>b. Knowledge of Characteristics of Students</td>
<td>3b</td>
</tr>
<tr>
<td></td>
<td>c. Knowledge of Students’ Varied Approaches to Learning</td>
<td>3b</td>
</tr>
<tr>
<td></td>
<td>d. Knowledge of Students’ Skills &amp; Prior Learning</td>
<td>3a, 3b</td>
</tr>
<tr>
<td></td>
<td>e. Implications for Instructional Planning &amp; Assessment</td>
<td>3b</td>
</tr>
<tr>
<td>Reflection &amp; Self-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Evaluation**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interpretation of Student Learning</td>
<td>5c</td>
</tr>
<tr>
<td>b. Insights on Effective Instruction &amp; Assessment</td>
<td>5a</td>
</tr>
<tr>
<td>c. Alignment Among Goals, Instruction &amp; Assessment</td>
<td>5a</td>
</tr>
<tr>
<td>d. Implications for Future Teaching</td>
<td>5b</td>
</tr>
<tr>
<td>e. Implications for Professional Development</td>
<td>6a</td>
</tr>
</tbody>
</table>

**Analysis of Data-Findings and Evidence of Meeting the Standards:**

A review of the data obtained from the TWS rubrics—analysis of student learning, contextual factors, reflection and self-evaluation—show that in the Fall 2009 semester 75% or more of the Spanish teacher education candidates achieved target level in all the rubrics assessed with the exception of Knowledge of Students’ Skills and Prior Learning where 50% achieved Acceptable. In Spring 2010, only one of three candidates achieved target in Alignment Among Goals, Instruction and Assessment. No candidate received an Unacceptable in any of the rubrics assessed during the two semesters presented here.

Overall, it seems that Spanish teacher education candidates are able to analyze student learning taking into account the diverse characteristics of students, as well as reflect and evaluate their own teaching. Although the number of candidates is small, there is evidence that the group is meeting ACTFL standards 3, 4, and 5.

**Attachments:**

1. Instructions to Candidates
2. TWS Rubrics
Assignment: ANALYSIS OF STUDENT LEARNING (Instructions)

DIRECTIONS: Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the lesson’s learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.
Candidate Name:      School:    Grade:

This section should be organized as follows, following the directions below:

A.  Table 1: Performance of entire class on Learning Goal 1
B.  Table 2: Performance of entire class on Learning Goal 2
C.  Questions about performance of entire class
D.  Questions about performance of two selected subgroups in the class
E.  Questions about individual students

See details for each letter below:

A.  Table 1: Entire class
   (Insert double-column or double-bar graph created on Microsoft Excel detailing the performance of each student in the class on Learning Goal 1)

B.  Table 2: Entire class
   (Insert double-column or double-bar graph created on Microsoft Excel detailing the performance of each student in the class on Learning Goal 2)

C.  Questions about performance of entire class

Refer to data from Tables 1 and 2. Consider your goals, instruction, and assessment, along with student characteristics. Find the percentage change of each set of scores to determine relative success of the class on each learning goal.

- 1. Select the learning goal where your students were most successful. Provide 2 or more reasons for their success.

- 2. Select the learning goal where your students were least successful. Provide 2 or more reasons for their lack of success. What can you do or learn about to improve their performance?

D.  Questions about performance of two selected subgroups in the class
Now, answer the following questions in terms of the two subgroups. Refer to data from Tables 1 and 2. Consider your goals, instruction, assessment, and students’ characteristics.

1. Why did you choose these groups? Refer to concerns about performance of this group vs. another group (for example, concerns about girls’ performance vs. boys’ performance)

2. Refer to the modifications you made and whether or not they were successful in improving students’ performance. What can you do or learn about to improve their performance?

E. Questions on Individual Students:

Finally, consider the achievement of two individuals in the class, one who met the learning goals, and one who did not. Refer to Tables 1 and 2 for each student’s data.

1. Describe each student’s relevant characteristics. Connect their learning outcomes to your own goals, instruction, and assessment, including any modifications you made.

2. What can you do or learn about to improve their performance

Assignment : REFLECTION AND SELF-EVALUATION (Instructions)

DIRECTIONS: Reflect upon three professional learning goals that emerged after teaching this lesson. These goals should reflect the areas students had difficulty with as documented in the Summary of Assessment Data. Provide specific details regarding exactly what you will do to meet your stated goals.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: School: Grade:

Prompt: Write about three professional learning goals, along with two specific steps each that you will take to meet these professional learning goals.

This section should be organized as follows:

Professional Goal 1: (2-3 sentences)
   Step 1: (2-3 sentences)
   Step 2: (2-3 sentences)

Professional Goal 2: (2-3 sentences)
   Step 1: (2-3 sentences)
   Step 2: (2-3 sentences)

Professional Goal 3: (2-3 sentences)
   Step 1: (2-3 sentences)
   Step 2: (2-3 sentences)
Three TWS rubrics used to assess candidate impact on student learning

**Analysis of Student Learning**

**Rubric**

TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity and Accuracy of Presentation</td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
<td></td>
</tr>
<tr>
<td>ACTFL 4a</td>
<td></td>
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</tr>
<tr>
<td>Alignment with Learning Goals</td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
</tr>
<tr>
<td>ACTFL 4a, 4b</td>
<td></td>
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<tr>
<td>Interpretation of Data</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
<td></td>
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<tr>
<td>ACTFL 5b</td>
<td></td>
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<td></td>
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<tr>
<td>Evidence of Impact on Student Learning</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
<td></td>
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<tr>
<td>ACTFL 5b, 5c</td>
<td></td>
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</tbody>
</table>
### Contextual Factors

#### Rubric

TWS Standard: The candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Community, School and Classroom Factors</strong>&lt;br&gt;AICTFL 3a</td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Characteristics of Students</strong>&lt;br&gt;AICTFL 3b</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Varied Approaches to Learning</strong>&lt;br&gt;AICTFL 3b</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general &amp; specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Skills And Prior Learning</strong>&lt;br&gt;AICTFL 3a, 3b</td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays general knowledge of students’ skills and prior learning that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of students’ skills and prior learning that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Instructional Planning and Assessment</strong>&lt;br&gt;AICTFL 3b</td>
<td>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
<td>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
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</tr>
</tbody>
</table>
## Reflection and Self-Evaluation

### Rubric

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Interpretation of Student Learning</strong></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet earning goals.</td>
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<tr>
<td>ACTFL 5c</td>
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<tr>
<td><strong>Insights on Effective Instruction and Assessment</strong></td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
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<td>ACTFL 5a</td>
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<tr>
<td><strong>Alignment Among Goals, Instruction and Assessment</strong></td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
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<td>ACTFL 5a</td>
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<tr>
<td><strong>Implications for Future Teaching</strong></td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
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<tr>
<td>ACTFL 5b</td>
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<tr>
<td><strong>Implications for Professional Development</strong></td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
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<td>ACTFL 6a</td>
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**Assessment #5: Modified TWS-Fall 2009**

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<th>Clarity and Accuracy of Presentation</th>
<th>Alignment with Learning Goals</th>
<th>Interpretation of Data</th>
<th>Evidence of Impact on Student Learning</th>
<th>Knowledge of Community, School and Classroom Factors</th>
<th>Knowledge of Characteristics of Students</th>
<th>Knowledge of Students' Varied Approaches to Learning</th>
<th>Knowledge of Students' Skills And Prior Learning</th>
<th>Implications for Instructional Planning and Assessment</th>
<th>Interpretation of Student Learning</th>
<th>Insights on Effective Instruction and Assessment</th>
<th>Alignment Among Goals, Instruction and Assessment</th>
<th>Implications for Future Teaching</th>
<th>Implications for Professional Development</th>
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**Assessment #5: Modified TWS-Spring 2010**

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<th>Alignment with Learning Goals</th>
<th>Interpretation of Data</th>
<th>Evidence of Impact on Student Learning</th>
<th>Knowledge of Community, School and Classroom Factors</th>
<th>Knowledge of Characteristics of Students</th>
<th>Knowledge of Students' Varied Approaches to Learning</th>
<th>Knowledge of Students' Skills And Prior Learning</th>
<th>Implications for Instructional Planning and Assessment</th>
<th>Interpretation of Student Learning</th>
<th>Insights on Effective Instruction and Assessment</th>
<th>Alignment Among Goals, Instruction and Assessment</th>
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</table>
### Assessment 6: Official ACTFL OPI

**A. Data Table of the Assessment Results**

#### OFFICIAL AGREGATE ORAL PROFICIENCY INTERVIEW DATA

<table>
<thead>
<tr>
<th>Language Official OPI Interviews</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AM or above</td>
<td>AL</td>
<td>IH or bellow</td>
</tr>
<tr>
<td>2009-2010</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008-2009</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>18</td>
<td>0</td>
<td>1</td>
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</table>

#### OFFICIAL RAW OPI DATA

<table>
<thead>
<tr>
<th>SU</th>
<th>AH</th>
<th>AM</th>
<th>AL</th>
<th>IH</th>
<th>IM</th>
<th>IL</th>
<th>NH</th>
<th>NM</th>
<th>NL</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>2009-2010</td>
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<td>0</td>
<td>0</td>
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<td>2008-2009</td>
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</tbody>
</table>
Assessment 6: Official ACTFL OPI

1. Description of the Assessment

Official ACTFL OPI score of Advanced Low or better is required by the state of New Jersey for licensure. Students are advised to take the test before or immediately after completion of the Spanish major coursework.

2- Alignment with ACTFL Standards

Oral Proficiency Assessment aligns with Standard 1: Language, Linguistics, Comparisons, as follows:
(a) Candidates demonstrate a high level (Advanced Low or better) of proficiency in the target language.
(b) Candidate knows the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge. The official OPI is designed to assess different linguistic registers, and student’s ability in dealing with unfamiliar linguistic situations.

3- Analysis of Data Findings and Evidence of Meeting the Standards.

Since the Official OPI exam started to be required by the State of NJ in 2007, some of the candidates in the first cohort were able to obtain their license during the transition period without doing the OPI. In addition, some completers from 2009-2010 had not done their OPI exam when this report was written. We include all ratings pertaining to our program as provided by ETS.
Data from the Official OPI confirms that a large majority of completers exceed expectations in their oral proficiency skills. Out of the three cohorts (a total of 19 candidates), 18 exceeded expectations with an AM rating or higher and only one candidate did not meet expectations. Said student had been identified during her completion of the Spanish program and had been advised to take concrete measures to improve her oral skills.

4- Attachment of Assessment Documentation (Please see attached data).

A. Rubric for the Assessment (unacceptable, acceptable, target).

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH or below</td>
<td>AL</td>
<td>AM or above</td>
</tr>
</tbody>
</table>
The table below depicts candidates’ average course grades and the percentage of candidates who meet the minimum expectations (2.0=C). The number of students (N) reported below varies because courses transferred from another institution do not have a grade.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Average Grade/N</td>
<td>% meeting standard</td>
<td>Average Grade/N</td>
</tr>
<tr>
<td>SPAN 221/360</td>
<td>3.62</td>
<td>100%</td>
<td>3.89/11</td>
<td>100%</td>
</tr>
<tr>
<td>SPAN 222/314</td>
<td>3.85</td>
<td>100%</td>
<td>3.64/10</td>
<td>100%</td>
</tr>
<tr>
<td>SPAN 229</td>
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</table>
Description and Use:

All candidates seeking certification in Spanish through the Department of Languages and Cultures are required to complete a 33 credit Spanish Major. The major consists of 6 required and 5 elective courses as follow:

- 5 required core courses or groups of courses (15 credits) - SPAN 250, SPAN 222, SPAN 314, SPAN 221 or SPAN 360, SPAN 229 and SPAN 232.
- 5 elective 300 and 400 courses (2 on Spain, 2 on Latin America, 1 Seminar)
- 1 required Capstone course (SPAN 498)

Grades from all 6 required courses are used to present the content knowledge of our candidates since these courses and their internal assessments are regularly reviewed for conformance with ACTFL standards.

Alignment with ACTFL standards:

Below is an outline of the correspondence between each required course or set of courses within the Spanish Major and ACTFL standards.

<table>
<thead>
<tr>
<th>Course name and number</th>
<th>ACTFL standard</th>
<th>Course description</th>
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</table>
| SPAN 221 Spanish: Phonetics and Phonology  
Or  
SPAN 360 Introduction to Spanish Linguistics | 1-(a) Target language proficiency  
1-(b) Target language linguistic elements  
1-(c) Relation to other languages, linguistic varieties-registers.  
2-(c) Target Language distinctive viewpoints | SPAN 221-A guided introduction to the basic problems of the Spanish language based on structural and descriptive analysis of the Spanish sound system. Throughout the course, emphasis is placed on the spoken language.  
SPAN 360 Introduction to Spanish Linguistics  
Topics include phonetics, phonology, morphology, syntax, semantics, historical linguistics, linguistic variation, semiotics, and discourse analysis. |
| SPAN 222-Advanced Spanish Composition  
Or  
SPAN 314-Advanced Spanish Grammar | 1-(a) Target language proficiency  
1-(b) Target language linguistic elements  
1-(c) Relation to other languages, linguistic varieties-registers. | SPAN 222- Oral and written communication with special emphasis on content and composition theory. Course provides extensive practice in academic writing together with thorough analysis of various types of writing.  
SPAN 314-This course introduces students to grammar of the Spanish language, with emphasis on the syntactical and semantic features. The course is directed at students |
<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Proficiency Requirements</th>
<th>Description</th>
</tr>
</thead>
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<tr>
<td>SPAN 229-Survey of Spanish Literature</td>
<td></td>
<td>2-(c) Target Language distinctive viewpoints</td>
<td>who have already acquired a reasonably good level of proficiency in Spanish and who wish to further consolidate, develop, and improve this proficiency. It enhances student’s knowledge and comprehension of Spanish grammar and develops the ability to apply such grammatical knowledge in the spoken and written language.</td>
</tr>
<tr>
<td>SPAN 232-Survey of Latin American Literature</td>
<td></td>
<td>1-(a) Target language proficiency 2-(a) cultural perspectives and practices. 2-(b) literary and cultural texts 2-(c) Target Language distinctive viewpoints</td>
<td>SPAN 232 -This course presents an overview of the Latin American literature from the fifteenth century to the present time. The course will highlight the major writers and literary trends through these five centuries. Emphasis is given to their contributions to the formation of this major and unique cultural production of the Western world.</td>
</tr>
<tr>
<td>SPAN 250-Literary Analysis and Research Methods</td>
<td></td>
<td>1-(a) Target language proficiency 2-(a) cultural perspectives and practices. 2-(b) literary and cultural texts 2-(c) Target Language distinctive viewpoints</td>
<td>SPAN 250-An introduction to bibliographical research and basic literary analytical methods and approaches, with attention to the exigencies of different genres and literary periods. The course provides an overview of the principal periods, movements, and trends of Peninsular and Latin American literary history and their historical contexts.</td>
</tr>
<tr>
<td>SPAN 498 Spanish Capstone for Seniors</td>
<td></td>
<td>1-(a) Target language proficiency 2-(a) cultural perspectives and practices. 2-(b) literary and cultural texts 2-(c) Target Language distinctive viewpoints</td>
<td>SPAN 498-This course synthesizes Spanish and Latin American literature and cultural expression from their beginnings to the present. Literary movements and artistic tendencies are studied along with representative works and authors. Emphasis is placed on individual students' career goals and overall career preparedness before graduation.</td>
</tr>
</tbody>
</table>
Analysis of Data Findings and Evidence of Meeting the Standards:

The College has an established policy that all students maintain a 2.0 GPA in their Spanish classes in order to graduate in the major. This measure was used to assess whether students seeking secondary certification have met the content standards in Spanish classes. An assessment of grades in the above courses demonstrates that, with the exception of one student in one class, 100% of students met or exceeded these standards. These data corroborate the 100% institutional Praxis pass rate for Spanish.

University Grading Scale

Grade Policy and Minimum Expectation:

The University and Department of Languages and Cultures use the criteria listed below for grades. Spanish Majors must maintain an overall GPA of 2.0 or higher to receive a Spanish Degree.

<table>
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